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ABSTRACT

The document presents a course designed to help underprepared community college students improve their reading skills and a discussion of the adult education learning principles upon which it is based. An introductory section reviews the literature pertaining to principles of adult education, and the differences between adult learning needs and the needs of children and adolescents, in terms of self-concept, experience, readiness to learn, and orientation to learning. Background information, rationale, course development procedures, and a research design for course evaluation are discussed. The semester-long course, designed for those adult students with a reading level below the eleventh grade, enables the teacher to work with a wide variety of student skills. Course objectives and detailed performance objectives are outlined for literal comprehension, interpretation, vocabulary development, study/reference skills, and application of skills. Adult teaching strategies, instructional resources, and the course outline, which includes the scope and sequencing of the skills to be mastered, are also presented. (LH)

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A COURSE FOR THE TEACHING OF COMMUNITY COLLEGE READING SKILLS BASED ON PRINCIPLES AND ASSUMPTIONS OF ADULT LEARNING

by

James Schiavone

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ABSTRACT

The Borough of Manhattan Community College, a unit of The City University of New York, has maintained an open admissions policy since 1971. This policy necessitated the introduction of remedial courses, among them reading skills development. To be effective the remedial courses must have an impact on the education and subsequent educational accomplishments of open admission students.

In an effort to develop more effective programs for open admissions community college students, and to design programs suitable for these adults, this investigation set out to review the findings of adult educators to determine a set of principles and assumptions relative to the teaching of adults.

Throughout the literature reviewed, four main assumptions emerged distinguishing substantive differences between the education of children and adults. These differences are particularly important since most of the research in the teaching of reading has been done with children.

Based on the findings of this investigation a course was developed for the improvement of community college reading skills. The course that emerged is unique because of the manner in which it was conceived and developed. It has been designed on the basis of andragogical assumptions.

The procedure for the development of the course involved setting down the assumptions and principles involved in teaching adults. Based on these, the course objectives, scope and sequence of content, system of delivery, and teaching strategies were developed into a complete course specifically designed for the adult student.

It is recommended that the course be implemented and evaluated. Suggestions for the evaluation process are provided, and the complete syllabus is included in the appendix.

INTRODUCTION

Community colleges in America emerged and developed in response to the changing needs of a dynamic and highly technical society. In more recent years societal changes have occurred in which higher education is now sought out by more of the educationally and economically disadvantaged members of the population. This is particularly true in large urban areas, where new publicly supported community colleges have developed with curricula specifically designed to provide higher education for disadvantaged youths and adults. The admission of educationally underprepared students has led to the need for remedial and compensatory programs. Several major problems inherent in such compensatory programs have been identified (Schiavone, 1973a). Cross (1971) described the admission to college of the "new student" whose profile is characterized as one who avoids work, reads little, seems passive and incurious, needs a great deal of structure and reinforcement, and seems to lack communication skills. Therefore any programs designed for these students must have an impact on their education and subsequent educational accomplishments.

The Borough of Manhattan Community College (BMCC), a unit of The City University of New York (CUNY), has maintained an open admissions policy since 1971. However, due to the recent fiscal crisis faced by New York

City, certain modifications have occurred but the policy essentially continues to admit underprepared students. Since the advent of open admissions ninety percent of the entering freshmen at BMCC need some form of remediation. Remedial programs have been developed in mathematics, English, English as a Second Language, and reading.

It has been the purpose of this investigation to review the findings of adult educators, to determine a set of principles and assumptions relative to the teaching of adults. Based on these findings, a community college course was developed for the improvement of adult reading skills. This course is designed for underprepared college students in need of college level reading skills.

Essentially then, principles and assumptions of adult education postulated by professional adult educators, were identified. A course was then designed incorporating said principles and assumptions.

BACKGROUND AND SIGNIFICANCE

This investigation concerned itself with the design of a reading improvement course for open admission college students based on principles of adult learning. The investigation has particular significance to BMCC for a number of reasons. Specifically in a recent self-study report prepared for the regional accrediting association,

it was stressed that the Department of Developmental Skills was hastily put together and that most personnel had limited preparation and experience in teaching remedial reading to underprepared college students. In fact most members of the department had no training or experience in teaching reading to adults, and several had no training whatsoever in the teaching of reading at any level. The investigator believes that the design of a college level reading course based on adult learning principles should be of significance to community colleges in general, since most offer programs for disadvantaged, underprepared students. A curriculum designed specifically for adult learners is valuable to all teachers, particularly those with minimum educational qualifications and experience. Most of the research on the teaching of reading has been done with children, and most reading teachers have been taught to teach reading to children or to teach based on principles of pedagogy. It is therefore significant that studies be undertaken to design reading improvement curricula specifically for adults.

This study involved a review of the literature pertaining to principles of adult education and the differences in adult learning needs as compared to the needs of children. The needs of children and adolescents, and the underlying principles and assumptions of what and

how they should learn, have been well established; for example, Cardinal Principles (1918), Bobbitt (1924), National Education Association, Educational Policies Commission (1938), Kearney (1953), and French (1957). With regard to teaching adults, the adult education movement has made significant contributions. Knowles (1973) has postulated four main assumptions of andragogy that are different from those of pedagogy.

I Differences in self-concept.

This assumption suggests that as a person matures and enters adulthood his self-concept changes from one of total dependency to one of increasing self direction. It is at this point that the person psychologically becomes an adult. Since adults are more likely to be self directing than are children, any course of study designed for adults should take this into consideration.

II Differences in experience.

An adult's background has been enriched with a variety of life experiences. This experience serves as a rich reservoir for learning. Any course of study for adults should take into consideration this vast experience.

III Differences in readiness to learn.

Pedagogy assumes that children are ready to learn what they "ought" to learn. Andragogy suggests that adults should learn what they "need" to learn to function effectively in their many roles.

IV Differences in orientation to learning.

Children have been conditioned to have a subject centered orientation to learning whereas adults tend to have a problem centered orientation to learning. This difference is primarily due to the difference in time perspective. The time perspective of the child is one of delayed application. What is learned in elementary school is preparation for secondary school, which prepares a student for college. College prepares a student for work. On the other hand the adult's time perspective is one of immediacy of application. Hence the adult enters an educational program with a problem centered orientation to learning. These assumptions on time perspectives are supported by McClusky (1970) and Tough (1971). The adult's orientation to learning has major implications with regard to the structure of the curriculum.

Adults who are deficient in reading skills and who wish to pursue a college program in which these skills are necessary need to have a specially structured course. Although the reading course developed in this study serves to teach basic skills, it differs from a course designed for children in that there is emphasis on immediacy of application. The course emphasizes Knowles' assumptions on adult readiness and orientation to learning.

Reading improvement courses for underprepared college students have been offered but have not necessarily been designed in accordance with the principles of andragogy. Hence the significance of this study.

A part of the problem of the underprepared college student stems from inadequate training or lack of adult oriented reading skills programs at the seconuary level. This need has been discussed at length (Schiavone, 1963). The success of college remediation is inextricably tied to Knowles' basic assumptions of andragogy.

One investigator (Batchelder, 1975) finds that:

> Statements are available which refer to a difference between teaching children and adults, but these are general in nature and are not supported with concrete principles upon which the curriculum may be designed.

However, a more thorough review of the literature does in fact uncover important principles upon which a reading improvement curriculum may be designed.

This investigation reviewed the literature to present theories of learning based on studies of adults in the area of adult education. Many investigations in the field of adult education have dealt with the problems of learning by trying to adapt theories about child learning to the "differences in degree" among adults (Brunner, 1959; Kidd, 1959; Kempfer, 1955; Schiavone, 1973b; Verner and Booth, 1964).

More recent investigators seem to corroborate Knowles' assumptions. Johnston and Palmatier (1976) state:

> While the ultimate goal for child-student and adult-student is about the same, namely the ability to read independently, the adult-student begins the process with different input. Basically he has both a wider range of experiences and an immediate need to apply what he will learn. Motivation for the adult therefore is much more specific and impelling than for the child since it is based on need.

A review of the research and the work currently being done on college campuses does not provide satisfactory answers relative to the most effective methods and materials to be used in teaching college reading skills. However, four main points have been gleaned and are generally agreed upon:

1. It is possible to identify college students who need to improve their reading skills.
2. It is possible to take these students and group them according to their needs.

3. College students must be taught by methods appropriate to their age and interests and should be based on theories of adult learning.
4. Reading improvement has to be an individual accomplishment.

This practicum resulted in the design of a reading course for open admissions college students, based on principles and assumptions underlying adult learning.

PROCEDURES

Principles and assumptions underlying adult learning were identified by the investigator through a review of the literature. Contributions from adult education were considered; Knowles (1970, 1973), Kidd (1959), Schiavone (1963, 1973), Tough (1971).

The general principles identified were stated. A course of study for the development of reading skills for underprepared college students was designed to fit in with the principles stated. For example, Knowles (1973) assumes an adult "readiness" to learn. This readiness is tied in with the learner's developmental tasks. A new data processing student needs to be able to comprehend technical manuals dealing with computer concepts, before he can begin to develop computer programs. His direct need provides the basis for his "readiness" to learn.

Therefore the reading improvement course provides an opportunity for students to pursue reading materials in specific content areas or disciplines.

Following through with further examples, andragogy assumes "that the point at which an individual achieves a self concept of essential self-direction is the point at which he psychologically becomes an adult.... Those students who have entered a professional school or job have made a big step toward seeing themselves as essentially self-directing (Knowles, 1973)."

The open enrollment student has made an important decision. He wants a college education and has some idea as to the direction he would like to move. The data processing student presumably would accept a study skills assignment related to his area of interest. Again, the adult reading improvement course provides the student with this opportunity. A student in the business management curriculum would likewise be receptive to a study skills assignment related to his area.

Additional adult needs considered included emphasizing the utilization of the experience of the learners. If individual differences are important in dealing with children, their importance increases in dealing with adults because they widen with experience. Thus, differences in cognitive styles have to be increasingly taken into account. This further dictated essential elements in the development of the adult reading course.

Utilizing this procedure, the following elements were incorporated in the development of the course.

The target population consists of students reading below the eleventh grade level and with a wide range of reading skills. Therefore the course provides for materials of varying levels of ability in a wide variety of disciplines. The course further provides that students work on readings related to their major field of interest. This feature of the courseincorporates the assumption that adults have a need for immediacy of application and are self-directing. The course also takes into account the wide variety of life experiences of the adult student. Since the review of the literature repeatedly reflected Knowles' (1973) four main assumptions of andragogy, the investigator utilized these as the building blocks in constructing the course which appears in the appendix of this practicum.

The procedure utilized was limited to the review of the literature and the selection of theories and assumptions by the investigator.

RESULTS

The review of the literature yielded four main assumptions of andragogy that are different from those of pedagogy. Utilizing these assumptions the investigator proceeded to develop the resulting course (see appendix).

The assumptions regarding adult learning as differing from the learning of children are:

1. There are differences in self-concept.
2. There are differences in experience.
3. There are differences in readiness to learn.
4. There are differences in orientation to learning.

These assumptions formed the basis for the development of the course. As a result the course is multi-modal. The terminal objective and program objectives are based on the assumptions stated. Likewise the behavioral objectives are structured accordingly. The course is self-pacing allowing for self-direction. It is also structured to incorporate student needs and interests and to provide immediacy of application. The teaching strategies are all adult oriented as is the detailed instructional approach. The instructional resources recommended for the course emphasize the assumptions of andragogy. The course incorporates individualization of instruction for the educational advantages as well as the self-pacing, self-directing attributes of the technique.

The practicum resulted in a product, the course itself, which is presented in its entirety in the appendix.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Although the finished product is similar in some respects to a course of study for children, it emerges as one distinctively designed for the adult student. There are many aspects of the course which are particularly suitable for the adult learner. Far too often, programs intended for adults have given little thought to principles of andragogy.

This reading course has to be unique because of the manner in which it was conceived and developed. It has been designed on the basis of andragogical assumptions and needs only to be implemented and evaluated. Through an evaluation further recommendations will be forthcoming, and modifications based on experience will tend to enhance the effectiveness of the course.

Successful implementation of this adult course will serve to underscore the need for such courses and may serve as a springboard to further research and development. The investigator believes that many courses, similarly conceived, need to be developed at the community college, now open to almost all high school graduates.

It is expected that learning will be facilitated by the approaches taken in the newly designed course, and that generally students will learn better. The course should contribute favorably to the overall efforts of the

Department of Developmental Skills at BMCC, and could serve as a working model for the development of similar courses on other campuses within CUNY and elsewhere. It is recommended that the course be tested and evaluated at BMCC.

An approach to the evaluation of the course should include a determination of the extent of change in the reading competence of the students enrolled. Alternate forms of a selected standardized test should be administered at placement, mid-term, and at the end of the term. Results of the test at mid-term and at the end of the term should be compared to the initial scores at placement. Final grades and gain scores (differences between placement test and post test) should be used as achievement criteria. The Chi-Square test of contingency should be used to determine the relationships between final letter grade and independent variables (to be identified) measured by nominal scales (classes or categories). Analysis of variance should be used to determine differences in gain in reading competence between subgroups of students. The Pearson correlation should be employed to determine association between the achievement criteria and independent factors measured on continuous scales. The evaluation should seek to answer a basic research question: What factors are related to success in the newly designed

reading course? Specifically the evaluation should address itself to the following questions:

1. Is success in the course related to initial reading level?
2. Is success in the course related to attendance?
3. Is success in the course related to curriculum and matriculation status?
4. Since the course is designed for adults, how do older students compare to younger students in their performance?
5. How do students with high school equivalency diplomas (GED) compare with regular high school graduates?
6. Do students enrolled in this specially designed adult course do better than students in traditional college reading courses?

Other research questions should be developed as the course is implemented, tested, modified, and repeated over several semesters.

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APPENDIX

A COURSE IN COMMUNITY COLLEGE READING SKILLS DEVELOPMENT FOR THE ADULT LEARNER

by

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1978

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INTRODUCTION

This course has been designed for open admission college students and is based on principles and assumptions of adult learning. Adult education specialists have emphasized differences between teaching adults and children and have provided a growing case for a differential psychology of adulthood. This course is designed to provide intensive reading instruction prerequisite to moving the adult learner into the full college curriculum, and emphasizes adult learning needs, procedures and techniques.

The background, rationale, and procedures for the development of the course, as well as a research design for evaluation are presented in a paper entitled, "A Course for the Teaching of Community College Reading Skills Based on Principles and Assumptions of Adult Learning," by James Schiavone, Assistant Professor of Developmental Skills, Borough of Manhattan Community College, CUNY. It is not the purpose of this curriculum (the product of an applied research project) to present an in-depth rationale and procedures for its design. Rather we are concerned with stating course objectives, specific performance objectives for adult students, adult teaching strategies, and the course outline including the scope and sequence of the skills to be mastered.

Since the target population for the course will be reading below the eleventh grade level, and the students enrolled will have a wide range of reading skills, certain factors are important in the design of the course. The course is multi-level. That is, it is so structured that the teacher will be able to work with a wide variety of skills within the class. Additionally the teaching strategies must be multi-modal. The instructor must employ a variety of learning modes to insure maximum skills development for students. Not all adults learn equally well from the same kinds of instruction, hence the need for several modalities.

The course has been set up through a careful consideration of principles and assumptions of adult education, overall program objectives and specific instructional objectives. Instructional decision making at the community college rests with the faculty. In utilizing this course decisions must be made relative to the performance expected from the adults as a result of the instruction. The course is designed for one semester, however it is recognized that students in the lower stanines initially (measured by standardized tests), may need more than one semester to achieve the minimum standards of performance objectives.

In utilizing this syllabus it must be stressed that the instructor is free to use any materials, groupings, and teaching methods needed to enable the students to meet the instructional objectives. However, the instructor must be mindful of the principles of adult education upon which the course has been based. These principles are discussed in the section on teaching strategies.

INSTRUCTIONAL TIME

A. Classroom instruction: A minimum of three (3) hours per week are to be spent in reading skills instruction, to be delivered by the classroom teacher. The instructional objectives prepared for this course should serve as the basic classroom program. Adult methods and techniques for delivery are recommended in the section entitled, Teaching Strategies.

B. Laboratory instruction: Three (3) hours of laboratory instruction are required for this course; such instruction should bear a direct relationship to classroom instruction and should provide continuity in skills programming and presentation. During the laboratory period the student is self-directing in carrying out assignments prescribed by the instructor. Since the course encourages self-direction, students should be permitted to spend additional time in the lab

if they so desire. This is particularly important since the instructional prescriptions are self-pacing and each student progresses at his own rate.

The laboratory should contain abundant materials that are career oriented, in addition to the traditional reading skills development materials.

TERMINAL OBJECTIVE

Through the implementation of a highly structured delivery system and a differential curriculum based on the learning profiles of the target population, the College Reading Skills Course will provide intensive reading instruction prerequisite to moving the adult learner into the full college curriculum.

PROGRAM OBJECTIVES

I Literal Comprehension

a) To distinguish between factual and non-factual elements- fantasy, opinion, overgeneralized facts.

b) To identify similarities and differences in the presentation of similar subject matter.

c) To select and write the main idea from a number of choices.

d) To select and write the topic from a number of choices.

e) To identify signal words such as yet, but, and therefore, and state how they influence the meaning of the sentence and/or selection.

II Interpretation

a) To draw specified inferences from given graphic or written content.

b) To describe the qualities, motives, or emotions expressed by the main characters in a short story.

c) To recognize the author's point of view.

d) To state and select the author's purpose for writing a given selection.

e) To identify a specific intent conveyed by the author.

f) To distinguish between formal and informal language.

III Vocabulary Development

a) To develop vocabulary through derivations, affixes and idiomatic expressions.

b) To develop a college level vocabulary through a study of dictionary context clues and structural analysis.

c) To develop a specialized vocabulary in the area of the career interests of the individual adult student.

IV Study/Reference Skills

a) To make a simple outline of contents of a career oriented reading paragraph.

b) To summarize the main ideas from a series of related career oriented paragraphs.

c) To outline from a series of related career oriented paragraphs.

d) To outline the contents of a given factual paragraph and to provide a title derived from the main idea.

e) To develop a variety of reading rates for different types of materials.

f) To expedite the mastering of the student's major area textbook, by utilizing a preview technique.

g) To read and study a chapter from the adult's major area textbook, utilizing Prof. Robinson's SQ3R technique.

h) To improve the effectiveness of the study process by any of the following means: underlining in the text, summarizing, informal outlining or note-taking.

i) To outline the contents of, recognize inductive and deductive reasoning, and state concepts

presented in career oriented readings.

j) To evaluate literary materials by making statements about chioce of words, organization, form, tone, symbols and use of imagery.

k) To develop research skills.

l) To improve test taking techniques.

V Application of Skills

a) To apply immediately, through practice assignments, specific reading skills in the adult student's area of specialization.

b) To apply reading skills to everyday situations of living and earning.

c) To identify areas for the immediate application of reading skills, and to provide practice in those specific areas.

INSTRUCTIONAL OBJECTIVES

I Literal Comprehension

a) Given a career oriented paragraph to read the adult will select the main idea from four choices.

b) Given a career oriented paragraph with the main idea directly stated the adult will identify the main idea.

c) Given a career oriented paragraph with the main idea implied the adult student will state the main idea.

d) Given a career oriented selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection.

e) Given an adult oriented story to read, the student will be able to list a specific number of facts about a character, subject, or setting taken from the story.

f) Given a list of scrambled chronological events, the adult will demonstrate an understanding of time relationships by arranging them in sequential order.

g) Given a series of related career oriented paragraphs the adult will identify transitional devices.

h) Given sentences and paragraphs from career materials the adult will be able to distinguish between facts and judgments.

i) Given a passage the student will be able to identify statements about events that could possibly take place, and statements about events which could not possibly occur.

j) Given a group of sentences or several paragraphs, the adult will state which contains

either opinion or facts.

k) Given several selections on career related matters presenting the same body of factual material, the student will identify the selection which is most specific in presenting facts.

l) Given two factual selections, one which contains several over-generalizations, the adult will identify which facts are over-generalized.

m) Given three paragraphs of similar adult oriented subject matter, two of which were written by the same author, the student will be able to identify which two had identical authorship, and give two ways to identify the author from a given list of means: subject matter usually deals with; length of sentences; diction; use of humor, tone, and so forth.

n) Given selections from various career and vocational sources, the student will be able to restate in his own words the main ideas and supporting details.

II Interpretation

a) Given a selection from a contemporary story, the student will be able to predict outcomes,

b) Given a career oriented selection to read and a list of inferred conclusions based on the selection, the student will check those items on the list which can be inferred from the content of the selection.

c) Given a contemporary story or play , the adult student will be able to describe the author's attitude toward a main character by selecting an action or speech that reveals the author's attitude toward that character at any specified point in the story.

d) Given a selection dealing with marriage and and the family the adult will be able to describe the author's point of view toward the subject, and support the statement with quoquotations from the passage.

e) Given a passage dealing with the work ethic the adult will evaluate its content by:

1. differentiating fact and judgment.
2. determining whether relationships have been mistaken for causes.
3. determining relevancy of given information.
4. determining whether the conclusion drawn can be made from the given information.

5. determining whether the truth has been withheld or distorted.
6. picking out over-generalizations.
7. evaluating the competence of the author in the field.

f) Given an editorial or other highly opinionated writing dealing with labor relations, the adult will evaluate its content by:

1. determining the author's purpose.
2. identifying the author's viewpoint.
3. determining whether sources of information cited are valid.
4. determining whether arguments logically follow one another.
5. formulating his own statement about the topic which either rejects or accepts the author's point of view.

g) Given sentences containing idiomatic or colloquial words or phrases and a list of possible meanings for each sentence, the adult will select from the list accompanying each sentence that alternative which best expresses the intended meaning of the sentence.

h) Given a career oriented passage the adult student will be able to:

1. Identify correct inferences from a number of choices.
2. Draw correct inferences from the facts relating to the selection.
3. Complete sentences (that have omitted words and/or phrases) with or without a list of possible answers.
4. Suggest a theme that might fit the title given.

i) Given a career oriented passage, the student will be able to perform the following operations:

1. Answer questions related to the selection (how, why, and so forth) when the answer is merely implied within the context of the source.
2. Interpret the content and write an explanation of any implicit moral or value presented.

j) Given a short story suitable for adults, the student will be able to:

1. Describe orally or in writing, the qualities, motives or emotions expressed by the main

characters, and support his description by referring to the story.

2. Choose from a list of character traits those which are appropriate for each character in the story.
3. Demonstrate an understanding of character motive by choosing from given alternatives, the one that best explains the reason for the character's actions.
4. State how the main character felt both at the inception and conclusion of the story.

k) Given a selection dealing with a controversial matter in which the conclusion is drawn, the adult will be able to judge its validity by:

1. Distinguishing between fact and opinion statements.
2. Determining whether the facts are relevant or irrelevant to the main idea of the selection.
3. Determining whether the conclusion follows from the facts and ideas given.

III Vocabulary Development

1. Using the Dictionary to Increase Vocabulary

a) Given a dictionary, the adult will locate, give guide words, and page number for any ten specialized words in his area of interest.

b) Given a dictionary, the adult student will demonstrate his ability to use it by answering questions on the information it contains and/or showing evidence of correct usage (i.e., guide words, definitions, pronunciations, syllabication, multi-meaning words, diacritical marks, parts of speech, grammatical abbreviations and special charts and graphs).

c) Given a dictionary with a list of words containing Greek, Latin and Hebrew roots, the adult will identify the origin of the words.

d) Given a dictionary and a list of specialized and technical words of career interest to the student, he will identify the word from which each is derived, state its original meaning and compare it to its present meaning.

2. Structural Analysis as an Aid to Defining Unknown Words

a) Given any root word with a prefix, the student will identify the prefix and define it.

b) Given a list of roots and a list of prefixes, the adult will make the words by combining the roots and prefixes and define the words so formed.

c) Given a root word and two suffixes the student will select the suffix which forms a new word and use it correctly in a sentence.

3. Using the Context to Define Unknown Words

a) Given a familiar word with multiple meanings, the student will state two or three meanings of the words and use them appropriately in sentences.

b) Given a sentence missing a commonly used word, the student will use the context to determine the omitted words.

c) Given an unfamiliar word without multiple meanings in a sentence, the student will use the context of the sentence to determine the meaning of the word.

d) Given a series of sentences containing a word of multiple meaning, the student will determine the appropriate meanings of the word in each sentence using the dictionary when necessary.

e) Given a sentence, the student will underline the surrounding words that serve as a clue to the meaning of a particular word.

4. Given textbooks and other sources from the adult student's area of study, he will be able to demonstrate his ability to interpret figurative, idiomatic and college level diction by:

a) Choosing from among grammatically acceptable alternatives, a suitable rewording for colloquial expressions, unusual wordings, and figurative devices.

b) Clarifying the wording of periodic sentences by rewording them or dividing them into shorter sentences.

5. Given a sentence or sentences from said textbooks and sources, the adult student will be able to get the general meaning of unfamiliar words in situations where the context contains such clues as the following:

a) Direct explanations.

b) Opposite meanings (antonyms).

c) Similar meanings (synonyms).

d) Repetition.

e) General sense of the passage.

6. Given said textbooks and other sources, the student will be able to get the general meaning of unfamiliar words by using the following clues:

   a) Knowledge of the meaning of prefixes.

   b) Knowledge of the meaning of suffixes.

   c) Knowledge of the meaning of roots.

7. Given a list of previously learned words and phrases from career oriented materials, the student will be able to:

   a) Choose the proper synonyms from groups of four choices.

   b) Choose their antonyms from a second list of words.

8. Given sentences with missing words, the student will choose a previously learned word from a group of such words to complete the sentence.

9. Given two words, the student will be able to determine the relationship which exists between them.

10. Recognizing the relationships between two given words, the student will be able to pick from five pair of words, the one which has the same relationship.
11. Given a pair of words together with the first word of a second pair, the student will be able to choose from five words that which best completes the second pair.

IV Study and Reference Skills

1. Making Effective Use of a Career Oriented Textbook to Locate Information:
   a. Given the title page of said textbook the student will answer questions on the information it provides.
   b. Given a table of contents of said textbook the student will demonstrate his comprehension of its organization by identifying the unit titles.
   c. Given said textbook the student will locate specific information listed within its table of contents.
   d. Given said textbook the student will determine its usefulness and structure by using a systemized method of previewing.

e. Given said textbook and a list of words found within its glossary the student will locate the glossary and list the definitions it gives.

f. Given said textbook the student will locate the index and locate specific information in the textbook through the use of the index.

g. Given said textbook the student will locate the bibliography and find an additional reference on a specific given topic.

h. Given said textbook with an appendix the student will identify the information contained in it.

i. Given said textbook the student will identify graphic aids (bold face, italics, and so forth) and explain how they aid in reading the book.

j. Given said textbook the student will use an effective system for reading a chapter which includes breaking it down into segments that can be readily handled, noting chapter headings, developing questions for each heading, reading the first and last paragraphs for the main ideas, using the graphic aids, and taking an inventory before reading.

2. Given a career oriented reading paragraph, the student will make a simple outline of its contents.
3. Given a career oriented series of related paragraphs, the adult student will summarize their main ideas or topic sentences.
4. Given a career oriented series of related paragraphs, the student will summarize their content by making an outline.
5. Given a factual article in the student's area of interest, the student will outline its contents and provide a title derived from the main idea.
6. Given a career oriented textbook the student will preview it to determine what front material, back material and individual chapter material is present to aid him in effectively utilizing that book.
7. Given a chapter of a college textbook, the student will be able to use an effective method for reading and studying that chapter (SQ3R). This will include: surveying, formulating questions, reviewing and recitation.

8. Given a chapter of career interest to the student, he will use any of the following methods for subsequent study purposes: underlining the text; summarizing; informal outlining or note-taking.
9. Given a college level scientific reading, the student will:
   a. outline its content.
   b. recognize inductive and deductive reasoning.
   c. state the concept presented.
10. The student will be able to evaluate college level literary materials by making statements about the choice of words, organization, form, tone, symbols, imagery.
11. In order to write an outline for a term paper in his major field of interest the adult student will:
   a. State the main idea when given a paragraph.
   b. List the supporting details when given the main idea of a paragraph.
   c. List appropriate details for a given topic.
   d. Separate the main idea and the details when given a list containing both.

e. State the main idea when given a list of details.

f. State the main topics in order when given a selection of more than one paragraph.

g. List the supporting details in order when given a selection of more than one paragraph.

h. State the main idea and supporting details when given a paragraph developed in each of the following methods: chronological order; steps in a procedure; example or illustrations; cause and effect; comparison or contrast; and definition.

12. In order to take notes from a reference the student will be able to:

a. Select information relevant to the topic.

b. Condense information.

13. The adult student will practice the steps listed, in preparation for writing a term paper in his major field of interest:

a. Selecting a restrictive, manageable aspect of a general topic to develop.

b. Obtaining an overview of available information.

c. Writing a preliminary outline.

d. Making a preliminary bibliography.

e. Evaluating sources of information.

f. Determining a plan for undertaking research.

g. Writing bibliography cards in correct form.

h. Writing footnotes to document research in correct form.

i. Proofreading.

14. The adult student will demonstrate his ability to use the library to facilitate learning in his major field of interest by:

a. Identifying headings - the index under which specific information would be found.

b. Finding the correct drawer in the card catalog quickly.

c. Identifying the call numbers of library books.

d. Finding a reference when only a subject, a title or an author is known.

e. Finding other sources when cross references are given.

f. Locating a reference utilizing the classification system.

g. Locating books on open shelves.

h. Obtaining a reference using specific subject index (Readers' Guide to Periodical Literature).

i. Obtaining a reference by using bibliographies.

j. Obtaining a reference by using bibliographical reference books or dictionaries.

k. Obtaining information from an encyclopedia

l. Taking notes from a reference.

m. Locating primary and secondary sources of information in field of interest.

n. Obtaining a reference in major field which is on microfilm.

SCOPE AND SEQUENCE OF ADULT READING INSTRUCTION - COMMUNITY COLLEGE LEVEL

Based on the objectives of this adult reading improvement course for community college students, the following scope and sequence has been developed.

1. Developing visual discrimination.
2. Developing skill in the left to right progression (directional attack) of reading materials.
3. Developing vocabulary in the adult student's major field of interest.
4. Learning to use structural analysis in technical and career oriented vocabulary development.
5. Developing a broader vocabulary base.
6. Making use of context clues.
7. Learning to read career and other materials with full comprehension.
8. Reading to answer questions.
9. Reading to follow directions.

10. Making further use of context clues.
11. Finding and listing the main points of a career oriented or technical selection, as well as literary selections.
13. Reading to get the main idea, especially from passages of vocational interest to the student.
14. Understanding the implications of written statements; noting the author's intent and purpose.
15. Developing study skills (emphasis on major field).
16. Learning study-type of reading skills.
17. Locational skills.
18. Using the dictionary.
19. Developing increasing reading vocabulary, especially in major area of interest.
20. Learning to identify new words.
21. Learning to read accurately for detailed information.
22. Developing confidence in reading useful information, particularly in major field of interest.
23. Learning to classify information.
24. Developing critical reading skills.

TEACHING STRATEGIES

This course is concerned with coordinating the complex skills of reading with life situations of earning, producing, and carrying out the studies of a community college curriculum.

As a person matures and enters into adulthood his self-concept changes from one of total dependency to one of increasing self-direction. As part of the teaching strategy of this course the instructor must take into consideration the assumption that adults are more likely to be self-directing than are children. Provision must be made for the adult student to exercise self-direction. As part of the total delivery system of the course, laboratory work is provided for at least three hours per week. Instructional prescriptions are provided which allow opportunities for self-direction. Students should be able to select and pursue instructional materials geared to their personal and career interests and goals. For example, a student in data processing should be able to seek out instructional materials in his area of interest and work on them to increase his reading skills. In the more traditional reading skills curricula, students may be provided with instructional materials that may be totally unrelated to their career goals. In short, this course in the improvement of adult reading skills

should permit the adult to be self-directing in terms of the use of the laboratory and in the selection of career related instructional materials. This self-direction is further encouraged by outside assignments designed to increase reading skills through the use of career materials. Of course the liberal arts should also be introduced as part of the total community college curriculum. This assumption of self-direction is further supported by other assumptions of adult learning. The teaching strategies employed in the delivery of this course must also consider the vast experiences of adults in contrast with those of children. Also, the concept of readiness to learn differs with children and adults. The adult is "ready" to learn what he needs to learn. It is essential that he develop the higher level reading skills necessary to pursue a college curriculum with emphasis on his major field of interest. The adult student in the community college has a need for advanced reading skills, therefore he is ready to develop them. This course is designed to help him to do so. The adult student's time perspective is one of immediacy of application, hence he enters this course with a problem centered orientation to learning. It is for these reasons that the laboratory sessions are of paramount

importance in the adult orientation of this course.

In teaching this adult oriented reading course, the following instructional approach is recommended.

1. A program of diagnostic testing (preferably tests with adult content and norms) should be instituted to determine the target population and the level of skills of the adult students at entry into the course.
2. The academic skills needed for success in particular career areas (offered by the community college) should be identified and organized in a logical scope and sequence.
3. Whenever feasible, group planning between reading instructors and academic and career instructors should be ongoing to coordinate the reading course with the academic and career offerings of the college. Since adults are ready to learn what they need to know, this course must be geared to needs that are career related. This forms an important part of the rationale for an adult oriented reading skills development course.
4. Reading instructors should have access to career and vocational texts, glossaries,

handbooks, and so forth, to prepare career related materials for student's use.

5. Team teaching between reading instructors and academic and career teachers should be considered whenever feasible.

The teaching strategy for this course further requires a "diagnostic-prescriptive" approach. This approach requires a unique configuration of equipment (projectors, tape recorders, and so forth), software and print media, and highly trained and experienced personnel, to provide for a continuous, progressive, non-graded, and individualized educational experience. A diagnosis of skills deficiencies is made through the utilization of standardized tests. Such a diagnosis permits adult students to be placed at an appropriate level in the instructional program. Such placement is necessary to insure that the adult will progress at a rate and level commensurate with his ability.

After the initial diagnosis the instructor "prescribes" specific supportive materials (preferably of career interest) to assist the student in reversing his diagnosed disabilities. Since adults are expected to progress at varying rates, curriculum materials should be self-pacing so that each student may engineer his own program and his own progress. This is in keeping

with the assumption of adult education that adults are self-directing. Group-paced materials should also be selected for use during the course to provide necessary experience in social interaction. As can be readily seen, although this course teaches reading skills pre-requisite to college studies, it differs from a course designed for children in that there is emphasis on immediacy of application (career oriented), thereby utilizing those assumptions of adult readiness and orientation to learning.

In implementing this course it should be stressed that the underachieving adult urban student is often bored when he is the passive receiver of information. He typically loses interest and gains little benefit from the educational experience. Therefore, frequent student response during group activity sessions, should permit the adult to become a participant in the learning experience and to receive immediate feedback as to his progress and/or problems. This diagnostic-prescriptive instructional approach leads to a continuum of learning whereby each adult is able to progress independently, fulfilling his particular career objectives, as well as developing needed skills in reading.

The preceding strategies help to bring about a more individualized type of instruction. To the extent that it is possible, an individualized instructional approach will render this curriculum most effective and practical. In this approach the rate at which a student progresses depends upon his own capacities. It will be noted that this course is arranged in a scope and sequence intended to provide a continuum of learning experiences for each adult. The adult's mastery of the curriculum will have to be judged on carefully designed evaluation instruments. In most instances the specific behavioral objectives indicate the task to be performed by the adult, the condition under which he will perform the task, and the evaluation procedure.

In order to initiate individualized instruction the teacher must decide that the individual adult, and what he needs to learn, form the basis of all instructional decisions. The next step is to create an environment suited to the individual learner. Briefly, the instructional resources needed to deliver this curriculum are:

1. Instructional objectives: These objectives have been sequentially stated to insure a continuum. The adult student must understand them and agree that they are essential to his instruction.

2. Diagnostic instruments and tools: These are used to evaluate the extent to which the adult has achieved the instructional objectives. The adult student must have an understanding of what these instruments measure and should be able to analyze the results.
3. Materials and equipment: These include all printed materials, audio-visual hardware and software, and any objects that pertain to the instructional program. For the purposes of this curriculum the materials selected for use must have an adult orientation and theme. In short the materials must be suitable for adults.
4. Teaching methods: These include all strategies employed by the instructor in guiding student learning. This course requires strategies suitable for the adult student.
5. Learning settings: Adult students are arranged individually or in small or large groups depending on individual needs. Learning settings are dynamic. The reading laboratory is an integral part of the adult reading course. This learning setting is most important for the self-directing adult who is following up on teacher prescribed assignments as well as personal career interests.

6. Instructional time: The adult reading course is delivered over a one semester period. It is to be noted that students beginning the course with test results indicating the lower stanines may need more than one semester of instruction. This additional time should be provided where indicated.

In bringing about individualization the instructor must seek special ways to make use of the resources available. In effect the instructor develops a program of study and practice by selecting a specific instructional objective to be accomplished by the adult, and then choosing those instructional resources that will help him master the objective. As the adult works on his program, the instructor makes himself aware of what the student still needs to learn, what he has learned, and how he reacts as a learner to the program created for him.

For purposes of individualizing instruction the recommended optimum class size is fifteen students.

Teachers of this course for adults need to be cognizant of the fact that reading skills development requires practice and reinforcement. The following points are presented to facilitate delivery of the course:

1. Learning a skill may be facilitated by helping the learner to understand the reasons behind the techniques employed to develop the skill, and the importance of the skill itself to the total process of reading.
2. In most skills development courses there is a background of data to be mastered, and in reading instruction this should be presented in a scope and sequence related to the learner's mastery of the skill.
3. Practice of reading skills is most effective when applied to everyday situations of living and earning.
4. Finally, students should be provided with an overview of the complex process of reading so that they will be able to understand how specific skills tie in with the total process of the dynamics of reading.

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